

CHAPTER II

REVIEW OF RELATED LITERATURE

The purpose of this chapter is reviewing some related theories, which will be useful for establishing the framework underlying this study. The topics to be discussed here are: (1) speaking, (2) teaching speaking, (3) teaching media, (4) webtoon as media, (5) review of previous studies.

2.1 Speaking

According to Brown (2001), speaking is an interactive process of constructing the meaning that involves processing and producing information. Moreover, speaking is not only done for the sake of speaking but the speaker is trying to deliver information for the listener to understand. In this case, the purposes of speaking are not only to process information and language, but also for communication (Hammer, 1998).

Laskarin (2009) states that speaking is the most difficult skill among the four skills that should be mastered. Some of students are nervous and speechless when they are asked to speak even though they have understood what the teacher is talking about. It shows that speaking skill is the most difficult one. Speaking is considered a complicated skill because it requires language components such as vocabulary, grammar, and pronunciation. In speaking, the students have to listen to others, especially when the students are talking. Therefore, learning to speak in a foreign language requires not only semantic rules and grammar, but also the use of speaking in social interactions (Shumin, 1997).

2.2 Teaching Speaking

Speaking is crucial part of second language teaching and learning. Based on kayi (2006), the purposes of teaching speaking are, to teach ESL students to produce the English sound patterns and speech sounds, to select correct words and sentences according the subject maater, situation, audience, and social setting, to organize their ideas in a meaningful and logical sequence, to use language as judgments and values, and to use the language confidently and quickly.

According to Ur (1996), there are four points that contribute to the teaching speaking difficulties. The first factor is “inhibition”. Students are often inhibited if they are asked to say something in a foreign language in the classroom. They worried about mistakes, fearful of criticism, or shy of the attention. The second factor is “nothing to say”. Students always complain that they can not think of anything to say. They have no reason to express themselves beyond the guilty feeling that they should be speaking. The third factor is “low or uneven participation”. Sometime, one or two students speak very little or not at all because some other students dominate the activity. The last factor is “mother tongue use”. Mostly students share the same mother tongue. They use it because it is easier and unnatural to speak to one another in a foreign language, and because they feel freer if they are speaking in their mother tongue. As many teachers’ observation indicate, the situations above occur in any language classroom regardless of the number of students or levels of proficiency.

Based on the previous study was conducted by Febriyanti (2011), she found 3 ways to solve teaching speaking difficulties. The first one is “to encourage

students interactions”. Mostly, students feel very shy to speak in English and keep silent and try to avoid when they are asked. Therefore, it is very important to make comfortable atmosphere in the classroom, so students are not shy, afraid, and enjoy speaking with the others without any pressure. The second way is “to make speaking activities communicative”. Speaking activity should be interesting to encourage good interaction between students. In this case, teacher should give activities that students able to share their feeling, epressing their ideas, finding the information, discussing and arguing. The last way is “to plan speaking activities carefully”. At the first stage, the activities should be easy for students but good enough, because students might not be accurate and fluent in speaking. After they get used to communicate, teacher can move to difficult activities such as debate, discussions, role plays, and problem solving tasks.

2.3 Teaching Media

Nowadays, people live in the world where the media are ubiquitous. Based on Tafani (2007), media are important because people will know the world by using them. They work as tools which provide people with the information about the world. This is reason why the media can be considered to be useful instrument, which can help students in their learning.

According to Clark (2001), English teachers have used many types of media for supporting learning and instruction since 1912. The mass media such as, television, radio, movies, and newspaper have been used alongside with the traditional media such as chalkboards and textbook. However, today the range of

media is wider. Now, English teachers can work with the interactive smartphone, tablets, notebook, and whiteboards.

Garyan (2012) states that there are three types of media. The first media is printed media. Printed media include communication through printed material. It encompasses brochure, books, magazines, and newspaper. The second media is electronic media. Electronic media is media that requires the user to use an electronic connection to access it. It encompasses telephone, radio, and television. The third media is New Age Media. New Age Media include Internet, computer and mobile phone. Internet has many features for communication such as, websites, email, ebooks, and eforums. Internet has also many social networking sites such as, YouTube, Instagram, WhatsApp, Line, and Facebook.

No matter what type of media are used, it could be a picture, magazine, comic, video, or movie, even smartphone application. Media are commonly used to bring piece of real world into the classroom. Chan (2011) stated that media is important to be brought into the classroom from outside world in order to make learning activities more interactive, meaningful, and realistic.

One of the media the teacher could use is comic. Akhtar (2011) stated that the visual image in comic could help student to analyze and observe the information. Moreover, it also helps the students to understand the situation in the comic more easily. Futhermore, the humor in comic is enjoyment to release students' tenseness and burden on learning new language.

2.4 Webtoon as Media

According to official account of Webtoon, Webtoon is the the digital comic platform for every people to enjoy various comics for free on the web and mobile. Webtoon is a term to describe manhwa or webcomics that are published online from South Korea. The South Korean web portal such as Daum and Naver created Webtoon service in 2003 and 2004. Since the early 2010s, the services such as Line Webtoon, Lezhin Comics, Tappy Toon, Spottoon, and Tapastic have begun to officially translate Webtoon into English. These services release Webtoon regurlaly available for free. On July 2014, Daum had published 434 Webtoons and Naver had published 520 Webtoons.

The examples of popular Webtoons have been translated into English are Tower of God, Noblesse, The Gamer, Girls of the Wild, and The Breaker. Recently, the Webtoons have been gaining popularity and rivalling Japanese manga in Western markets. Based on Welsh (2016), more than 10 million users read free webcomics and more than 3 million Korean users paid to access online manhwa. As digital comics, Webtoon have emerged as popular media. The amount of comics published in Webtoon form has now reached an equal amount as printed one.

Through Webtoon as media in telling story, it is expected that the teacher can motivate the students to learn speaking more enjoyable and interesting. It is very easy to access Webtoon, just download it from App Store or Google Play, then the students can read it for free. They can read it anywhere and anytime, so it would increase their abilities in reading and speaking especially in telling story. As the

person who manages the classroom activity, a teacher can use Webtoon as media to practice in telling story and improve students' achievement.

2.5 Review of Previous Studies

A previous study related with this research conducted at State University of Semarang. Ayuningtyas (2007) conducted a quantitative research on the use of comic to improve students' storytelling ability, especially in speaking activity. She found that comic could encourage students to improve their speaking abilities and be more active. She also stated comics as media for students have some advantages. The first advantages is comics give students exact and real data of the things are telling about, for example picture. By using comics students can express their ideas on storytelling easily. The second advantages is giving comic for students would entertain and interest them because at their age they are curious at anything. The last advantages is students able to enrich their new vocabularies easily. They will know the meaning of particular word by looking at the pictures in the comic.

In addition, previous study related with this research was conducted at University of Riau. Putri (2018) conducted a quantitative research on the effect of Webtoon on reading interest. The subject research is the students of University of Riau. The result of this research that there is an influence of Webtoon to interest in reading on students of University of Riau. It indicates that Webtoon affects reading interest.

What makes it different from this research is that in the previous study, that the previous study investigated more than one statement of problems. Whereas in

this research there is only one problem statement; to investigated whether telling story taken from Webtoon improves students' speaking achievement.

